

## Assurances

The Instructional Leadership Team members that must be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.

Upon submission of the Continuous Improvement Plan, the LEA assures that the plan has been properly reviewed and approved by the local Board of Education. Documentation will be maintained on site.

Ⓟ Indicates LEA Principal Approval based on Assurances listed above.

## Part I NEEDS ASSESSMENT- SUMMARY OF DATA

**Provide a brief description of the planning process, including how teachers will be involved in decisions regarding the use of state academic assessments, and other data sources in order to provide information on and to improve the achievement of individual students and the overall instructional program and how parents were involved with faculty and staff in developing, and implementing the CIP (Title I, Section 1116(b)(A)(viii):**

The administration and faculty collected and analyzed data that would be addressed within the CIP. The data was presented to the CIP committee and used in the development of the goals and strategies for the continuous improvement of student achievement at CCHS. The CIP can and will be amended as needed throughout the 2011-2012 school year. The CIP will be shared with parents, students and the remaining CCHS faculty through parent involvement meetings, the school website, and faculty meetings.

### Instructional Leadership Team Names and Positions

- **The Leadership Team must include the principal, faculty [including ELL resource lead teacher if applicable], staff, parents, community stakeholders, and/or students.**
- **Identify position held, e.g., Administration, Faculty, Staff, Grade Level and/or Subject Area, Parents and Community members)**

Doug Davis - Principal  
 Seth Neyman - Assistant Principal  
 Penny Grimes - Counselor  
 Brooke Tallent - Title I / ELL  
 Stephen Ingram - Technology / Classroom Teacher (Math)  
 Carol Oliphant - Classroom Teacher (Language Arts)  
 Angela Stallings - Classroom Teacher (Science)  
 Casey Hansard - Special Education Teacher  
 Marilyn Williams - Media Specialist  
 Hannah W. - Student  
 Ashlin R. - Student  
 Deb Griffith - Parent/Business in Community  
 Jill Griffin - Parent/Business in Community

## Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

### SUMMARY OF NEEDS BASED ON A COMPREHENSIVE REVIEW OF DATA

 I have reviewed the [Annual Accountability Results Report](#)

## Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA

### Briefly describe the process your faculty used to conduct the needs assessment (analysis of all data).

The CIP committee is provided with the varied data that is addressed in the Needs Assessment Section of the CIP. Test results are provided to the faculty as needed for additional input. All data is analyzed. Strengths and weaknesses are identified to be addressed within the CIP.

### Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified academic needs.

A strong attempt is made by the administration to hire HQ teachers in field for the subject area that they will be teaching. HQ teachers are placed in areas where they show a strong academic background.

### Number and percentage of teachers Non-HQT:

### Number and percentage of Classes Taught by Non-HQT:

### Alabama High School Graduation Exam (AHSGE):

#### Strengths:

CCHS has utilized the non-credit enrichment period to assist juniors and seniors with remediation for the AHSGE.

#### Weaknesses:

CCHS needs to experience more success with first time AHSGE examinees.

Social studies remains the weakest section on the AHSGE.

### Alabama Reading and Mathematics Test (ARMT):

#### Strengths:

Not applicable

#### Weaknesses:

Not applicable

### Alabama Science Assessment:

#### Strengths:

Not applicable

#### Weaknesses:

Not applicable

**Stanford 10:**

**Strengths:**

Not applicable

**Weaknesses:**

Not applicable

**Dynamic Indicators of Basic Early Literacy Skills (DIBELS):**

**Strengths:**

Not applicable

**Weaknesses:**

Not applicable

**Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA**

**Alabama Direct Assessment of Writing (ADAW):**

**Strengths:**

Not applicable

**Weaknesses:**

Not applicable

**ACCESS for English Language Learners (ELLs):**

**Strengths:**

EL student scored in the proficiency range on the speaking, listening, and oral language subsections of the ACCESS for ELLs.

**Weaknesses:**

EL student failed to meet proficiency in reading, writing, literacy, and comprehension. Student's overall proficiency level was 4.3.

**EducateAL or other Professional Evaluation Profile Information:**

**Strengths:**

Training for administrators is nearing completion and educate Alabama should be able to proceed as scheduled. Teachers were registered as the end of the first month of school and should have there Self Assessments and Professional Learning Plans (PLP) complete by the end of the second month. Data will be generated upon completion the year's completed cycle.

**Weaknesses:**

Due to the time of introduction to the teachers, Educate Alabama was not completed to the level of detail that it could have been.

**Additional Data Sources: (e.g., Alabama Alternate Assessment [AAA], School Technology Plan Data)**

**Strengths:**

AAA - During the 2010-2011 academic year, one student participated in the AAA. He scored Level III(Meets Standards) in the areas of Math and Science. Specifically, the student scored Mean Mastery of 3 in identifying points, lines, and parallel lines; matching rotated images of squares, rectangles, and triangles; identifying ways a plant is helpful or harmful to the environment; and identifying ways a plant responds to growing conditions.

Technology Plan Information: 100% of instructional spaces, library media centers and administrative offices have sufficient network bandwidth as determined by local technology infrastructure audits and as reported in annual local technology plan updates

**Weaknesses:**

AAA - During the 2010 - 2011 academic year, one student participated in the AAA. He scored Level II(Partially Meets Standards) in the area of Reading, specifically scoring 0 Mean Mastery in identifying directions imbedded in a passage.

Technology Plan Information: No funding will be provided for Technology by State Allocation to 1)assist in maintaining the current network printers and copies, 2) upgrade classroom computers for teacher and student use, 3) provide all teachers with needed bulbs for mounted digital projector in their classroom, and 4)purchase Smart board or Wireless Airliners to use with the digital projectors.

**Local Data (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments, other Rtl data):****Strengths:**

A variety of supplemental materials, programs, and technology are used to enhance the educational experience of students at CCHS:

USA Test Prep

Compass Learning

Access learning

Audio/Video Conferencing

Classroom LCD projectors, Airliners, and Smartboards

AP programs: English, History, Government, and Calculus

RTI is being implemented fully for the first time at CCHS.

**Weaknesses:**

More training for teachers could be utilized by those teachers who are incorporating new technologies and programs into their individual classrooms.

There continues to be limited funding for instructional supplies.

**Career and Technical Education Program Data Reports:****Strengths:**

Technology in the form of a computer controlled embroidery machine is currently being utilized and new students trained to operate it in the Family and Consumer Science program during the 2011-12 school year. The machine has become self supporting through the sale of embroidered products. Shop equipment was added to the Agri-science shop and is being used regularly.

**Weaknesses:**

Class rosters have continued to be extremely large due to the lack of electives available at CCHS, but are currently on the decline with the introduction of new electives. Money used to supplement these programs has been greatly reduced.

**Part I (cont.) NEEDS ASSESSMENT- SUMMARY OF DATA****School Demographic Information related to student discipline (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school**

**placements, School Incidence Report (SIR) data, or student attendance).****Strengths:**

The administration and faculty of CCHS strive for consistency in the handling of all disciplinary infractions at CCHS. The number of office referrals for discipline for the year of 2010-2011 showed a decrease.

**Weaknesses:**

There was a small increase in the number of fights at CCHS. The number of ISS placements went down, but this was due to the loss of an ISS aide position. As a result, the OSS placement number went up.

**School Demographic Information related to drop-out information and graduation rate data.****Strengths:**

CCHS increased from 76% to 78% graduation rate for the 2011 school year. This can be attributed to the addition of the Enrichment classes which focus on remediation for those students needing help with the subject areas addressed by the AHSGE. CCHS also offers credit recovery for students who failed a class. For the 2011 year, an instructional aide has been hired to assist with RTI Tiers II and III.

**Weaknesses:**

During the 2010-2011 school year, there were 292 failing grades. Twenty-one students were retained. These are contributing factors for students dropping out or not comprehending material for the AHSGE.

**School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty.****Strengths:**

No member of the CCHS faculty is considered a novice or first-year teacher.

**Weaknesses:**

Educate Alabama is still undergoing modifications and administrators are still training. Teachers are becoming more familiar with the processes of the professional learning and evaluation program. New members of the CCHS faculty have all had previous teaching experience and are not considered novice teachers.

**School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable).****Strengths:**

CCHS administrators, teachers, and staff members stress the importance of school attendance and being in class on time. Students are placed in detention, ISS, or have some privileges removed for tardiness and absenteeism. Parents are notified daily if such problems arise.

**Weaknesses:**

Student absenteeism is still high despite Early Warning System and SchoolCast notification.

**School Perception Information related to parent perceptions and parent needs including information about literacy and education levels.****Strengths:**

SchoolCast is used frequently to update parents on the daily activities at CCHS.

**Weaknesses:**

Ability to get parents involved in the educational process of students in grades 9-12. A delay in the release of iNOW for parents to view student progress at home has been problematic.

### **School Perception Information related to student PRIDE data.**

#### **Strengths:**

According to the Pride Survey Conducted for the 2010-2011 school year, students have a feeling safety and security at CCHS.

#### **Weaknesses:**

The faculty's perception of school pride in students is relatively low. The teachers also believe that student apathy is a major problem.

### **School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**

#### **Strengths:**

Not applicable

#### **Weaknesses:**

Not applicable

### **School Process Information related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency in annual measurable academic objectives (AMAOs).**

#### **Strengths:**

Not applicable

#### **Weaknesses:**

Not applicable

### **School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities.**

#### **Strengths:**

The needs for challenging curricula are addressed through the offering of AP courses to students on the advanced diploma.

#### **Weaknesses:**

Small faculty at CCHS results in typically large class sizes. There remain a problem in that there is little funding for supplemental materials.

## **Part II - GOAL TO ADDRESS ACADEMIC NEEDS**

**Part II - GOAL TO ADDRESS ACADEMIC NEEDS – All components to support improving academic achievement, INCLUDING SCHOOL CULTURE CONSIDERATIONS, should be related to the weaknesses identified in the data summary. Use the SMART Goals format to address areas of need.**

### **CONTINUOUS IMPROVEMENT GOALS (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):**

**G1. Increase 11th/12th Grade student success on AHSGE**

**Description:**

Increase the number of 11th and 12th grade students passing the AHSGE sections of language, reading, math, social studies, and biology by 3% during the 2011 – 2012 administrations of the exam.

**Data Results on which goal is based:**

2010 – 2011 AHSGE Results: •Language Exam percent passing: 11th grade – 83%, 12th grade – 96% •Reading Exam percent passing: 11th grade – 77%, 12th grade – 92% •Math Exam percent passing: 11th grade – 82%, 12th grade – 93% •Social Studies percent passing: 11th grade – 67%, 12th grade – 91% •Biology Exam percent passing: 11th grade – 91% 12th grade – 100%

Target Grade Level(s): 11th and 12th

Target Content Area(s): Other - AHSGE

ARMT: Reading

**Additional Academic Indicators:**

Not Applicable

**Target Student Subgroup(s):**

Not applicable

**Courses of Study:**

AHSGE Math Exam Standards AHSGE Reading Exam Standards AHSGE Language Exam Standards AHSGE Biology Exam Standards AHSGE Social Studies Exam Standards

**Strategies:****1.1 Increase and improve classroom instruction****Description:**

Use of research based teaching materials and techniques.

**Action Steps:****AS1.1.1 Remediation sessions with targeted students****Description:**

1.Utilize AMSTI training and techniques for Math 2.Compass Learning sessions scheduled for students 3.USA Test-prep practice tests administered 4.AHSGE based workbook /review programs 5.Certified para-professional utilized as needed for remediation 6.Selective scheduling for non-passing juniors and seniors

**Benchmarks:**

Improved scores on AHSGE Daily Grades Chapter/Unit Tests Compass Learning Results USA Test-prep results Teacher lesson Plans Departmental Meetings

**Interventions:**

Students will work with instructional aide and/or be scheduled for remediation classes as needed.

**Resources:**

USA Test Prep - \$1500.00 Compass Learning AHSGE workbooks - as needed Instructional Aide After School Tutoring Classroom Technology Electronic Test Forms

**G2. Increase success of AP classes at CCHS****Description:**

Increase the overall success of the Advanced Placement program at CCHS through improving classroom instruction in AP classes and by promoting increased student participation in the AP classes. The AP program at CCHS currently includes the following courses: AP US History, AP Government, AP English, and AP Calculus. AP Biology will be implemented in the fall semester of 2012.

**Data Results on which goal is based:**

Results from AP test administered at CCHS in May 2011 CCHS AP course rosters from 2010-2011

Target Grade Level(s): 9th grade - 12th grade

Target Content Area(s): Other - Advanced Placement Classes

ARMT: Reading

**Additional Academic Indicators:**

Not Applicable

**Target Student Subgroup(s):**

Not Applicable

**Courses of Study:**

AP College Board Course Descriptions for all AP courses previously listed and the corresponding course requirements.

**Strategies:****S2.1 Increase Student Participation in AP classes****Description:**

Promotion of AP programs

**Action Steps:****AS2.1.1 Promotion of AP programs at CCHS****Description:**

1. Promotion of AP programs to parents and students while still enrolled at Centre Middle School. 2. Manipulation of master schedule to more effectively accommodate AP classes 3. Provide adequate supplemental materials: AP Exam Review Workbooks, Instructor Training, outside reading materials as needed for AP English, Government, History, and calculators and batteries for AP Calculus.

**Benchmarks:**

AP Class course offerings AP Class enrollment at each semester

**Interventions:**

1. Manipulation of master schedule so as to schedule AP classes at a time convenient for those students and teachers involved. 2. One-on-one counseling with prospective AP students 3. Assist in purchasing of supplemental materials as needed (software, workbooks, outside reading, etc.)

**Resources:**

Supplemental Materials (software, workbooks, outside reading, etc.)

## 2.2 Improve AP Testing Scores

### Description:

The students' scores on the 2012 AP exams will improve over the 2011 AP exams.

### Action Steps:

#### AS2.2.1 Improve Quality of AP Course Instruction

### Description:

Alignment of curriculum with AP College Board Standards Approval of AP College Board syllabi AP Institute training for AP instructors at CCHS

### Benchmarks:

Student achievement on 2012 AP exams

### Interventions:

Increase AP instructor training opportunities Assist in the purchase of supplemental instructional materials

### Resources:

Teacher Training Supplemental materials

## 3. Reduce 9th and 10th Grade student failure rate

### Description:

Improve the graduation rate at CCHS by decreasing the amount of course failures and subsequent loss of credits by 9th grade and 10th grade students.

### Data Results on which goal is based:

2010-2011 9th/10th grade student course failure list. 11% of 9th grade and 10th grade students combined failed at least one core subject.

Target Grade Level(s): 9th grade and 10th grade

Target Content Area(s): Other - All subject areas

ARMT: Reading

### Additional Academic Indicators:

Not Applicable

### Target Student Subgroup(s):

Not Applicable

### Courses of Study:

Alabama Course of Study for reading and math courses offered to 9th and 10th grade students at CCHS during the 2011-2012 school year.

### Strategies:

#### 3.1 Implementation of Response to Instruction (RTI)

**Description:**

The RTI program will be implemented and used to provide additional classroom instruction to students identified as potential risks for course failure or as Tier II and/or III. Compass learning, varied instructional techniques, peer tutoring, and one-on-one instruction will be used to assist the identified students.

**Action Steps:****AS3.1.1 Identify and assist students for RTI****Description:**

All 9th and 10th grade students will be STAR tested as well as have their grades monitored to identify those at risk for failing courses. Once students are identified, classroom teachers in all subject areas and that instruct 9th and 10th grade students, will use RTI techniques to increase student success in acquiring content area skills and improving grades.

**Benchmarks:**

Regular progress monitoring through STAR tests Student report cards and progress reports

**Interventions:**

Parent Notification Teacher Training Remediation Sessions

**Resources:**

Teacher Training RTI Consultant - Sally Montgomery Supplemental Materials as Needed

## Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH PROFICIENCY NEEDS

**Part III - GOAL TO ADDRESS ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) AND ENGLISH LANGUAGE PROFICIENCY NEEDS – Note: Refer to the ELL Data Compilation Form as part of the needs assessment in forming goals. If any ELL student did not make AMAOs, complete this page.**

### ENGLISH LANGUAGE PROFICIENCY GOAL (SHOULD ADDRESS IDENTIFIED WEAKNESSES AND GAPS):

**G1. Not Applicable****Description:**

Not Applicable

**Data Results on which goal is based:**

Not Applicable

Target Grade Level(s): Not Applicable

Target ELP Language Domain(s): Reading

WIDA Standards: Not Applicable

**Strategies:****S1.1 Not Applicable****Description:**

Not Applicable

**Action Steps:****AS1.1.1 Not Applicable**

Description:

Not Applicable

Benchmarks:

Not Applicable

Interventions:

Not Applicable

Resources:

Not Applicable

## Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, RtI FRAMEWORK AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS

Part IV - STRATEGIES TO ADDRESS SCHOOL SAFETY, CLASSROOM MANAGEMENT/DISCIPLINE, AND BUILDING SUPPORTIVE LEARNING ENVIRONMENTS Strategies developed to address improving school safety, classroom management /discipline, and building supportive learning environments should be related to the weaknesses or program gaps identified in the data summary (e.g., parental/community involvement, teacher collaboration, student/teacher motivation). The LEA and school must develop a timeline for multiple reviews of continuous improvement efforts.

**G1. RTI Implementation**

Description:

Fully implement RTI "Response to Instruction" into the curriculum at CCHS to be used on a regular, daily basis.

**Strategies:****S1.1 RTI Teacher Training**

Description:

Teachers will participate in professional development training related to RTI structure, implemnetation, and documentation requirements.

**Action Steps:****AS1.1.1 Training sessions with RTI consultant**

Description:

Regular scheduled professional development opportunities with Ms. Sally Montgomery of The Bailey Group, an educational consulting firm.

Benchmarks:

Student achievement through regular progress monitoring(grade reports, STAR testing) Professional development certificates

Interventions:

Required departmental meetings and additional training sessions with members of professional consulting groups(i.e. Sally Montgomery and The Bailey Group).

**Resources:**

Initial organizational materials - approximately \$150.00 Additional resources will be added as needed through regular review of CIP and data from RTI referrals and training.

## Part V - Additional Components To Be Addressed to Satisfy Federal Requirements

### Teacher Mentoring:

**Describe teacher mentoring activities. For example, are new or inexperienced teachers given support from an assigned master teacher and what does that support look like? (Section 1116)**

First year teachers are provided with an experienced mentor teacher. this program is administered by Dr. Ann Dykes in the Cherokee County School System. The mentor teacher works with first year teachers in planning, classroom management, and daily teaching duties. The mentor teacher will observe and consult with the first year teacher. The first year teacher is allowed to observe other teachers. The mentor teacher retains documentation of talks and visits with the teacher. A small supplement is provided to the mentor through the program.

### Budget:

**Describe the coordination of all federal, state, and local programs, including career and technical education. (Note: NCLB Section 1116 requires that each year Title I schools identified for improvement must reserve the equivalent of 10% of the school-level allocation made available to the school under Section 1113 specifically for professional development opportunities for teachers. Budgets should reflect this set-aside.) See the sample budget on a later page.**

There are several monetary sources that are used in the financial planning at CCHS. The following is brief explanation of usage.

Title I - This money is used to supplement regular program funding. Title I monies are used for an Intervention teacher and a teacher's aide. Monies are also used to purchase various materials and instructional supplies. All educational materials purchased are approved through scientifically researched studies. The 2011-2012 budget is \$73,400.57. This money is used in addition to state and local monies.

Parent Involvement - The budget of \$922.74 this year is being used to facilitate parent involvement with parent workshops, refreshments, materials, supplies, and guest speakers.

### Transition:

**Describe strategies to assist students in transitioning from previous school to the current school and/or from the current school to the next school, including, for example, how preschool children might be prepared for entry into kindergarten or how eighth grade students are prepared for high school.**

- An 8th grade parent night is held every spring for upcoming freshmen.
- The Cherokee County High School counselor meets with each 8th grade student and parent in the spring to discuss his or her diploma track and schedule.
- Each semester, students are given the opportunity to discuss their schedules with the school counselor.
- Information is obtained from the Centre Middle School Title I teacher that may help identify students that are struggling.
- Middle school test data is used to identify struggling students.
- Junior/Senior Financial Aid and Scholarship night.
- A Career/College Day Fair is held for all 11th and 12th graders each year. Students are given the opportunity to speak with many different colleges.
- A Reality Fair is held each year for 10th graders. The students are given fantasy money and have to make purchases such as a house and car. This gives students an idea of the cost of living. This fair is to encourage students to earn a high school diploma and some sort of post high school education.
- Several area colleges come to speak with 12th graders that are interested in attending college. Cherokee County High School is a short driving distance from four community colleges: Gadsden State Community College, Snead State Community College, Northeast State Community College, and Georgia Highlands Community College. Cherokee County is also within commuting distance from three four-year institutions: Jacksonville State University, Berry College, and Shorter College. Cherokee County High School works closely with each of these schools to encourage attendance to college and helping students achieve this goal.
- Gadsden State Community College provides a liaison that is at Cherokee County High School at least once a week speaking with students about post-high school opportunities.
- The faculty and staff of Cherokee County High School actively promote and scholarships that could benefit our students.
- The school counselor retains brochures and applications for many colleges.

**Highly Qualified Teachers:**

**Describe the qualifications of teachers in the school with regard to their being highly qualified and what strategies the school, with the support of the LEA, uses to attract and retain highly qualified teachers.**

- The Cherokee County Board of Education has implemented a new detailed application procedure designed to evaluate the highly qualified status of an applicant. Cherokee County High School strongly approves this procedure and follows these guidelines. The application is available on –line at <http://www.cherokeek12.org/cgi-bin/job-posting>.
- The Cherokee County Schools website, along with the Cherokee County High School web site and information link, are used to advertise current job openings. Applicants can view current job openings, observe job posting deadlines, and direct job-related question to the principal or superintendent. This web page can be viewed at <http://www.cherokeek12.org/cgi-bin/job-posting>.
- Cherokee County High School, in conjunction with the Cherokee County Board of Education, works closely with local colleges and universities, more specifically Jacksonville State University and Gadsden State Community College, by frequently accepting and working with student teachers. This relationship gives the school a unique opportunity to work with and evaluate young teachers prior to the entering of the job market.
- Cherokee County High School hosts various community events and functions throughout the year. The purpose of these gatherings is to maintain a high level of community support of the school and publicize the school to potential local teachers within the community and district.

**Assessments and Teacher Involvement:**

**Describe how teachers in the school meet to collaborate regarding the use of academic assessments to provide information on and improve the achievement of individual students and the overall instructional program.**

- Subject area meetings are held monthly to discuss academic achievement of students and strategies to implement with struggling students in that particular academic subject.
- Students that continue to struggle are provided with assistance from strategies from the RTI program.
- Administration and faculty evaluate AHSGE scores in order to place students who have not passed all five parts in classes that are designed for remediation in the subjects that they have failed to pass.
- Students who have failed to pass all five parts of the AHSGE are also assisted through Title I services.
- Faculty input is evident in school planning through budget committees, textbook selection, policy development, and other various committees.

**Special Populations:**

**Describe procedures used for each group of Migrant, English Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless students.**

- The school counselor identifies any migrant or ELL student upon enrollment
- A home language survey will be administered to the parents of all English and Non-English speaking students. The purpose of this survey is to identify which language is primarily spoken in the home.
- This survey determines any student that qualifies for ELL services
- Needs of migrant students will be met using BBSST and Title I
- CCHS will follow all state and local laws regarding ELL students
- Title I will serve all ELL students until a student is tested out of the ELL program
- All ELL students will be tested using the state approved ACCESS system
- Any student that meets the requirements set by the state to be considered homeless will receive services through the McKinney-Vento Homeless Program
- Rules and regulations provided by the State of Alabama (for children and youth identified as ELL) in areas of transportation, immunization, residency, birth certificates, school records, and guardianship will be followed.
- All ELL students, homeless students, etc. will have equal access to all educational services
- BBSST will serve the needs of neglected and delinquent students

**Special Populations (as listed in the Carl D. Perkins Career and Technical Education Act 2006, Section 3):**

**Describe procedures used for each group of individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.**

**Applies Only to Secondary Schools**

The school wide program provides opportunities for all students to meet the state's proficient and advanced levels of student achievement.

Students are provided opportunities through:

- After school tutoring – organizational skills, study skills, and homework/class work/test prep, are offered for all students twice a week.

- McKinney-Vento program – (through Debra Mauldin) Homeless, migrant, and economically disadvantaged students are served through the McKinney-Vento program to assist students with various school related needs that may include clothing, school supplies, money for field trips, clothing, etc. so that student self-esteem is not adversely affected and student concentration may be focused on academics.
- Title I Intervention teacher - The title I teacher assesses student performance through state standardized test scores and needs assessment worksheets and uses the information to drive content based curriculum intervention strategies within a pull-out program for students who are academically at risk.
- Grade Level and Departmental Meetings – Teachers meet together on a monthly basis to discuss student achievement, behavior and attendance to offer collaborative input for assisting students in overall grade level achievement.

### **Extended Learning Opportunities:**

#### **Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills beyond the regular school day.**

- Indian Education grants/funds are used to fund the afterschool tutoring programs.
- High Hopes Funds will be used for AHSGE preparedness and remediation.
- High Hopes Funds are used to purchase additional classroom materials, such as study guides, flash cards, and exam builders, which assist in teaching AHSGE skills.
- Title I funds are used to purchase the rights for student, parent, and teacher use of USA Test Prep, a web site that provides tutoring for all sections of the AHSGE. Students have access to the web site from home.
- Intervention services, beyond regular classroom services, before, during, and after the school day for students struggling in academic classes.
- Students who desire opportunities to remediate at home for the AHSGE may checkout school laptops for an extended length of time.
- During the school day a media center is available to help students incorporate technology based lessons into their daily lesson plans.
- A wide variety of athletic activities are offered before and after school

## **Part VI – School Parental Involvement Plan as required by Section 1118 of NCLB**

### **Parental Involvement:**

#### **Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.**

Cherokee County High School will hold an annual beginning of the year Title I Parent Meeting. The meeting will be offered during teacher inservice the week before school begins. The meeting will be offered at 5PM in the evening as requested in the home surveys. The annual Title I meeting will convene in the library. Parents will be notified in the following ways: parents will be contacted through SchoolCast communications and the school website. The Title I intervention teacher will explain the School-wide Title I program to the parents, let parents examine the school-wide plan, and answer any questions the parents might have. The parents will also be given the opportunity to voice any concerns or offer advice towards the Title I program.

#### **Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

1. Parents receive timely information about upcoming topics and school events through the following ways: school newsletters, letters sent home, phone calls from faculty, school website, and emails.
2. Cherokee County High School provides parents with a description of the curriculum, student assessment, and expectations regularly. On 8th grade parent night, parents are presented with outlines of possible high school diploma tracks. The parents are given a thorough description of each track. The parents are also given a pamphlet of information on the Alabama High School Graduation Examination. At the beginning of each school year, parents are given a copy of the county handbook. This handbook contains expectations for the students as well as a county curriculum. At the beginning of each semester, classroom teachers send home a syllabus that clearly outlines expectations for that individual class. Cherokee County also proudly displays our school mission statement in the front hallway and in each classroom. The school also sends home all standardized test scores. Parents are encouraged to call the school if they have any questions concerning the interpretation of these scores.
3. If requested by parents, there are opportunities for regular meetings with administrators, counselors, and teachers to review and improve student progress. Parents are encouraged to maintain an open line of communication with the staff and administration of Cherokee County High School.

#### **Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.**

The Family-School Compact at Cherokee County High School is reviewed and, if necessary, revised at the beginning of each year during the first Title I meeting. The current School-Family Compact was designed by the School-wide Title I planning committee in 2009 and was revised in 2011. There are separate sections for parents, faculty, and students to check items for which they are willing to share responsibility and all parties involved (including CCHS administrators) are encouraged to sign the compact signifying their commitment to maintaining and/or improving the working partnership to ensure continued success at CCHS. These are sent home at the beginning of the year and teachers are responsible for explaining the student part of the compact to students and asking for their signature. Opportunities are given throughout the school year for newly enrolled students to complete a compact. All completed compacts are organized by homeroom and grade then held in the school counselor's office for use during parent/teacher conferences, school board hearing, and/or applications to the alternative school.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).**

CCHS encourages parents to submit comments of dissatisfaction with the CIP in writing by providing a form for parents to complete and return to school administration. The plan is also reviewed in May of each school year to by the CIP committee, which includes parents, to suggest any changes or updates.

**Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.**

CCHS encourages parents to submit comments of dissatisfaction with the CIP in writing by providing a form for parents to complete and return to school administration. The plan is also reviewed in May of each school year to by the CIP committee, which includes parents, to suggest any changes or updates.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**(1) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

The above information is provided for incoming Freshman parents at 8th grade parent night in the spring of each year. This information is related to 10th-12th parents at the annual beginning of the year Title I meeting which is held the first month of school.

**(2) Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**

At the beginning of each school year, Cherokee County High School sends every parent a survey with their beginning of year materials to implore recommendations and suggestions for parent workshops. For the 2011-2012 school year, the areas that received the most requests for a workshop were post-high school opportunities, and Alabama High School Graduation Exam information. The first parent workshop will take place Octboer 18, 2011. The first workshop will address AHSGE, RTI, and coping with disaster. Future workshops will be announced as planned. The annual 8th grade parent night will be in March.

**(3) Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

Cherokee County High School will continue to strive toward cooperation with parents through in-services, faculty meetings, professional reading materials, grade level meetings, and parent/teacher conferences. The administration collects evidence of parent communication through contact logs from faculty members.

**(4) Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (Describe)**

Cherokee County High School maintains a video library that is open to parents and includes videos on topics such as: internet safety, child behavioral issues, dating pressures, bullying, drug abuse and alcohol abuse, and drinking and driving. These videos are located in the CCHS media center and are available for parent check out. Pamphlets are also maintained through Title I and the guidance department on such topics as: how to get good grades, career choices and educational options, high school parent guidebook, college bound students and parents of college bound students. These pamphlets are on display in the CCHS guidance counselor's office along with college information displays.

**(5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

All information is sent home in English unless otherwise requested by parent or student. In that case, to the extent practicable the information the information contained within the notice is translated through the free use of Babelfish, an online interpretation service, a local interpreter, or TransAct foreign language services as purchased through the Alabama State Department of Education. In addition, CCHS currently has a teacher who is Spanish/English bilingual and assists with verbally communicating with parents as needed.

**(6) Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

CCHS administration and faculty make every effort to work with parents in meeting their requests as related to their involvement in their child's education. Parents are welcome to visit or call the school at anytime with suggestions for improvement or changes in the parental involvement policy. Parents are also encouraged to keep in conduct with teachers and up to date on their student's grades and progress.

**Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

All information is sent home in English unless otherwise requested by parent or student. In that case, to the extent practicable the information the information contained within the notice is translated through the free use of Babelfish, an online interpretation service, a local interpreter, or TransAct foreign language services as purchased through the Alabama State Department of Education. In addition, CCHS currently has a teacher who is Spanish/English bilingual and assists with verbally communicating with parents as needed.

**Part VII- PROFESSIONAL LEARNING NEEDS RELATED TO ACADEMIC CHALLENGES**

Does the plan provide opportunities for professional development activities that are high-quality, effective, and research-based?

- Yes
- No

Does the plan include opportunities for teachers, principals, paraprofessionals, other staff, and parents?

- Yes
- No

Does the plan include required district-wide training for English language acquisition? (If LEA receives Title III funds)

- Yes
- No

(Note: Professional learning activities must be linked to Alabama's Standards for Professional Development and Alabama's Technology Professional Development Standards, [www.alsde.edu](http://www.alsde.edu), Sections, Technology Initiatives, Publications).

**Learning Activities:****RTI Training**

**What weakness or need identified in academic (including ell amaos) or school culture goals will the professional learning address?**

Implementation of RTI

**What types of professional learning will be offered?**

On-site sessions with professional consultant

**When will the session be delivered?**

Monthly

**What are the expected outcomes of professional learning?**

**(Following the professional learning, how will academic or cultural challenges be impacted – what does it look like?)**

Increased student achievement through use of RTI

**How will participants be held accountable for successful implementation and in what ways will evidence be collected to show effective assimilation/integration of strategies?**

Documentation of instruction Building level Problem Solving Team (PST)acting as oversight committee

**What are the funding sources, estimated expenses, and proposed names of consultants or entities? Example: Title II, \$....00**

RTI consultant Sally Montgomery representing The Bailey Group

**Part VIII - Coordination of Resources/Comprehensive Budget**

**I. State Foundation Funds**

	FTEs Earned	Units Placed	Total Salaries
FTE Teacher Units	23.14	23.14	1,220,860.00
Administrator Units	1	1	77,896.00
Assistant Principal	.5	.5	27,251.55
Counselor	1	1	51,012.00
Librarian	1	1	52,737.00
Career and Technical Education Administrator	0	0	0
Career and Technical Education Counselor	0	0	0
Technology			0
Professional Development			0
State ELL Funds			0
Instructional Supplies			3,752.00
Library Enhancement			0
		<b>Total of All Salaries:</b>	<b>\$1,433,508.5</b>

**II. Federal Funds**

**Title I: Improving the Academic Achievement of the Disadvantaged**

**Provide a brief explanation and a breakdown of expenses.**

\$32,386.90 (Salary and Benefits for Title I Teacher)

\$20,253.51 (Salary and Benefits for Instructional Aide)  
 \$272.00 (Substitutes)  
 \$323.90 (Afterschool tutoring)  
 \$10,786.46 (Classroom Materials and Supplies)  
 \$1,139.00 (Computer Software)  
 \$4,874.00 (Computer Hardware)  
 \$442.00 (Instructional field trips: travel and substitutes)  
 \$2,922.80 (Improvement of Instructional Services)

**Total :**

#### Title I: ARRA Funds

**Provide a brief explanation and a breakdown of expenses.**

Not applicable

**Total :**

#### Title II: Professional Development Activities

**Provide a brief explanation and a breakdown of expenses.**

\$6,888.04 (Salary & Benefits for Professional Development Technology trainer)  
 \$788.70 (Professional Development travel)  
 \$291.43 (Professional Development subs)

**Total :**

#### Title III: For English Language Learners

**Provide a brief explanation and a breakdown of expenses.**

Not applicable

**Total :**

#### Title IV: For Safe and Drug-free Schools

**Provide a brief explanation and a breakdown of expenses.**

Not applicable

**Total :**

#### Title VI: For Rural and Low-income Schools

**Provide a brief explanation and a breakdown of expenses.**

\$1,033.21 (Salary & benefits for professional development technology trainer)  
 \$2,252.97 (Homeless)  
 \$1,413.36 (School Technologist supplement)  
 \$1,603.43 (Library)  
 \$388.57 (Professional Development subs)  
 \$208.87 (Inservice speakers)  
 \$714.29 (Professional Development travel)  
 \$333.33 (Pride Survey)

**Total :**

**Career and Technical Education-Perkins IV: Basic Grant (Title I)**

**Provide a brief explanation and a breakdown of expenses.**

Approximately \$1,200.00 for Voc. Ed. Teacher travel

**Total :**

**Career and Technical Education-Perkins IV: Tech Prep (Title II)**

**Provide a brief explanation and a breakdown of expenses.**

Not applicable

**Total :**

**Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant**

**Provide a brief explanation and a breakdown of expenses.**

High Hopes:

\$9,527.00 (Tutoring)

\$3,347.00 (Materials)

\$134.00 per teacher(28)for instructional supplies from the State of Alabama.

**Total :**

**III. Local Funds (if applicable)**

**Local Funds**

**Provide a brief explanation and a breakdown of expenses.**

Not applicable

**Total :**